

ELOS Item Map  
Reading

Content Strand	Grade Band	Stem	ExGLE	EEP Description	Task Code
Word Identification Skills	3-4	The student uses strategies to decode or comprehend meaning of words in text by:	[3/4] 1.1-1, 2.1-1 Identifying signs and symbols	Attends to the presenter	3-4, T1, I1
Word Identification Skills	3-4	The student uses strategies to decode or comprehend meaning of words in text by:	[3/4] 1.1-1, 2.1-1 Identifying signs and symbols	Attend to signs/symbols	3-4, T1, I2
Word Identification Skills	3-4	The student uses strategies to decode or comprehend meaning of words in text by:	[3/4] 1.1-1, 2.1-1 Identifying signs and symbols	Responds to one sign or symbol	3-4, T1, I3
Word Identification Skills	3-4	The student uses strategies to decode or comprehend meaning of words in text by:	[3/4] 1.1-2, 2.1-2 Identifying at least 10 letter-sound relationships	Identifies letters as separate from pictures, numerals, and other objects	3-4, T1, I4
Word Identification Skills	3-4	The student uses strategies to decode or comprehend meaning of words in text by:	[3/4] 1.1-2, 2.1-2 Identifying at least 10 letter-sound relationships	Correctly identifies one letter of the alphabet and its sound	3-4, T1, I5
Word Identification Skills	3-4	The student uses strategies to decode or comprehend meaning of words in text by:	[3/4] 1.1-4, 2.1-4 Identifying own name in print	Attends to name	3-4, T2, I1
Word Identification Skills	3-4	The student uses strategies to decode or comprehend meaning of words in text by:	[3/4] 1.1-4, 2.1-4 Identifying own name in print	Responds to own name	3-4, T2, I2
Word Identification Skills	3-4	The student uses strategies to decode or comprehend meaning of words in text by:	[3/4] 1.1-4, 2.1-4 Identifying own name in print	Identifies first letter of first name	3-4, T2, I3
Word Identification Skills	3-4	The student uses strategies to decode or comprehend meaning of words in text by:	[3/4] 1.1-3, 2.1-3 Blending at least 5 sounds to make words	Matches picture with articulated initial letter sound	3-4, T2, I4
Word Identification Skills	3-4	The student uses strategies to decode or comprehend meaning of words in text by:	[3/4] 1.1-3, 2.1-3 Blending at least 5 sounds to make words	Matches picture with articulated initial letter sound	3-4, T2, I5

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Forming a General Understanding	3-4	The student comprehends literal or inferred meaning from text by:	[3/4] 1.2, 2.2-1 Identifying a detail from a story read aloud using pictures, symbols, or words	Focuses attention on simple picture books	3-4, T3, I1
Forming a General Understanding	3-4	The student comprehends literal or inferred meaning from text by:	[3/4] 1.2, 2.2-1 Identifying a detail from a story read aloud using pictures, symbols, or words	Identifies familiar people and objects in photographs	3-4, T3, I2
Forming a General Understanding	3-4	The student comprehends literal or inferred meaning from text by:	[3/4] 1.2, 2.2-1 Identifying a detail from a story read aloud using pictures, symbols, or words	Responds to text being read aloud	3-4, T3, I3
Forming a General Understanding	3-4	The student comprehends literal or inferred meaning from text by:	[3/4] 1.2, 2.2-1 Identifying a detail from a story read aloud using pictures, symbols, or words	Points to familiar pictures, characters, and objects in books	3-4, T3, I4
Forming a General Understanding	3-4	The student comprehends literal or inferred meaning from text by:	[3/4] 1.2, 2.2-1 Identifying a detail from a story read aloud using pictures, symbols, or words	Anticipates what comes next in known stories	3-4, T3, I5
Forming a General Understanding	5-6	The student comprehends literal or inferred meaning from text by:	[3/4] 1.2, 2.2-1 Identifying a detail from a story read aloud using pictures, symbols, or words	Focuses attention on simple picture books	5-6, T1, I1
Forming a General Understanding	5-6	The student comprehends literal or inferred meaning from text by:	[3/4] 1.2, 2.2-1 Identifying a detail from a story read aloud using pictures, symbols, or words	Focuses attention on simple picture books	5-6, T1, I2
Forming a General Understanding	5-6	The student comprehends literal or inferred meaning from text by:	[5/6] Organizing information while reading	Demonstrates ability to handle books	5-6, T1, I3

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Forming a General Understanding	5-6	The student comprehends literal or inferred meaning from text by:	[3/4] 1.2, 2.2-1 Identifying a detail from a story read aloud using pictures, symbols, or words	Points to familiar pictures, characters, and objects in books	5-6, T1, I4
Forming a General Understanding	5-6	The student comprehends literal or inferred meaning from text by:	[5/6] Organizing information while reading	Points to words in books	5-6, T1, I5
Word Identification Skills	5-6	The student uses strategies to decode or comprehend meaning of words in text by:	[3/4] 1.1-2, 2.1-2 Identifying at least 10 letter-sound relationships	Attends to the presenter	5-6, T2, I1
Word Identification Skills	5-6	The student uses strategies to decode or comprehend meaning of words in text by:	[3/4] 1.1-2, 2.1-2 Identifying at least 10 letter-sound relationships	Attends to letters and/or sounds	5-6, T2, I2
Word Identification Skills	5-6	The student uses strategies to decode or comprehend meaning of words in text by:	[3/4] 1.1-2, 2.1-2 Identifying at least 10 letter-sound relationships	Correctly identifies one letter of the alphabet and its sound	5-6, T2, I3
Word Identification Skills	5-6	The student uses strategies to decode or comprehend meaning of words in text by:	[3/4] 1.1-2, 2.1-2 Identifying at least 10 letter-sound relationships	Imitates/repeats with cue when looking at a letter	5-6, T2, I4
Word Identification Skills	5-6	The student uses strategies to decode or comprehend meaning of words in text by:	[3/4] 1.1-2, 2.1-2 Identifying at least 10 letter-sound relationships	Correctly identifies one letter of the alphabet and its sound	5-6, T2, I5
Word Identification Skills	5-6	The student uses strategies to decode or comprehend meaning of words in text by:	[3/4] 1.6, 2.6-1 Following an object cue to go on with an activity	Shows awareness of an object	5-6, T3, I1
Word Identification Skills	5-6	The student uses strategies to decode or comprehend meaning of words in text by:	[3/4] 1.6, 2.6-1 Following an object cue to go on with an activity	Shows awareness of an object	5-6, T3, I2
Word Identification Skills	5-6	The student uses strategies to decode or comprehend meaning of words in text by:	[3/4] 1.6, 2.6-1 Following an object cue to go on with an activity	Shows awareness of sounds of spoken words by focusing on the speaker	5-6, T3, I3

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Content Strand	Grade Band	Stem	ExGLE	EEP Description	Task Code
Analysis Content and Structure	5-6	The student uses strategies to decode or comprehend meaning of words in text by:	[3/4] 1.7, 2.7-2 Identifying rhyming words	Matches object to an activity	5-6, T3, I4
Word Identification Skills	5-6	The student uses strategies to decode or comprehend meaning of words in text by:	[3/4] 1.1-2, 2.1-2 Identifying at least 10 letter-sound relationships	Correctly identifies one letter of the alphabet and its sound	5-6, T3, I5
Forming a General Understanding	7-8	The student comprehends literal or inferred meaning from text by:	[3/4] 1.2, 2.2-1 Identifying a detail from a story read aloud using pictures, symbols, or words	Focuses attention on simple picture books	7-8, T1, I1
Forming a General Understanding	7-8	The student comprehends literal or inferred meaning from text by:	[3/4] 1.2, 2.2-1 Identifying a detail from a story read aloud using pictures, symbols, or words	Focuses attention on simple picture books	7-8, T1, I2
Forming a General Understanding	7-8	The student comprehends literal or inferred meaning from text by:	[7/8] 3.1-2 Obtaining information using text features including pictures, visual cues	Demonstrates ability to handle books	7-8, T1, I3
Forming a General Understanding	7-8	The student comprehends literal or inferred meaning from text by:	[7/8] 3.1-2 Obtaining information using text features including pictures, visual cues	Identifies pictures in books	7-8, T1, I4
Forming a General Understanding	7-8	The student restates/summarizes information by:	[3/4] 1.4, 2.4-1 Identifying beginning of a sequence of events using pictures, symbols, or words	Identifies the subject of a story (main idea) from pictures	7-8, T1, I5
Forming a General Understanding	7-8	The student connects themes	[3/4] 1.10, 2.10-1 Identifying the lessons learned in a story when it is directly stated	Focuses attention on simple picture books	7-8, T2, I1

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Content Strand	Grade Band	Stem	ExGLE	EEP Description	Task Code
Forming a General Understanding	7-8	The student connects themes	[3/4] 1.10, 2.10-1 Identifying the lessons learned in a story when it is directly stated	Focuses attention on simple picture books	7-8, T2, I2
Forming a General Understanding	7-8	The student connects themes	[3/4] 1.10, 2.10-1 Identifying the lessons learned in a story when it is directly stated	Identifies feelings	7-8, T2, I3
Forming a General Understanding	7-8	The student connects themes	[3/4] 1.10, 2.10-1 Identifying the lessons learned in a story when it is directly stated	Identifies feelings	7-8, T2, I4
Forming a General Understanding	7-8	The student makes connections between cultural influences/events	[3/4] 1.10, 2.10-1 Identifying the lessons learned in a story when it is directly stated	Recognizing that a story can be about different cultures and traditions	7-8, T2, I5
Word Identification Skills	7-8	The student uses strategies to decode or comprehend meaning of words in text	[3/4] 1.1-3, 2.1-3 Blending at least 5 sounds to make words	Attends to group of letters-sounds	7-8, T3, I1
Word Identification Skills	7-8	The student uses strategies to decode or comprehend meaning of words in text	[3/4] 1.1-3, 2.1-3 Blending at least 5 sounds to make words	Attends to the presenter	7-8, T3, I2
Word Identification Skills	7-8	The student uses strategies to decode or comprehend meaning of words in text	[3/4] 1.1-2, 2.1-2 Identifying at least 10 letter-sound relationships	Correctly identifies five or more letters of the alphabet and the sounds they make	7-8, T3, I3
Word Identification Skills	7-8	The student uses strategies to decode or comprehend meaning of words in text	[3/4] 1.1-2, 2.1-2 Identifying at least 10 letter-sound relationships	Correctly identifies five or more letters of the alphabet and the sounds they make	7-8, T3, I4
Word Identification Skills	7-8	The student uses strategies to decode or comprehend meaning of words in text	[3/4] 1.1-2, 2.1-2 Identifying at least 10 letter-sound relationships	Correctly identifies five or more letters of the alphabet and the sounds they make	7-8, T3, I5

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Content Strand	Grade Band	Stem	ExGLE	EEP Description	Task Code
Forming a General Understanding	9-10	The student comprehends literal or inferred meaning from text by:	[3/4] 1.2, 2.2-1 Identifying a detail from a story read aloud using pictures, symbols, or words	Focuses attention on simple picture books	9-10, T1, I1
Forming a General Understanding	9-10	The student comprehends literal or inferred meaning from text by:	[3/4] 1.2, 2.2-1 Identifying a detail from a story read aloud using pictures, symbols, or words	Focuses attention on simple picture books	9-10, T1, I2
Forming a General Understanding	9-10	The student comprehends literal or inferred meaning from text by:	[7/8] 3.1-2 Obtaining information using text features including pictures, visual cues	Demonstrates ability to handle books	9-10, T1, I3
Forming a General Understanding	9-10	The student comprehends literal or inferred meaning from text by:	[7/8] 3.1-2 Obtaining information using text features including pictures, visual cues	Points to words in books	9-10, T1, I4
Forming a General Understanding	9-10	The student comprehends literal or inferred meaning from text by:	[7/8] 3.1-2 Obtaining information using text features including pictures, visual cues	Identifies title of book when asked	9-10, T1, I5
Word Identification Skills	9-10	The student uses strategies to decode or comprehend meaning of words in text by:	[3/4] 1.1-1, 2.1-1 Identifying signs and symbols	Attend to the presenter	9-10, T2, I1
Word Identification Skills	9-10	The student uses strategies to decode or comprehend meaning of words in text by:	[3/4] 1.1-1, 2.1-1 Identifying signs and symbols	Attend to signs/symbols	9-10, T2, I2
Word Identification Skills	9-10	The student uses strategies to decode or comprehend meaning of words in text by:	[3/4] 1.1, 2.1-1 Identifying signs and symbols	None- links directly to ExGLE	9-10, T2, I3

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Content Strand	Grade Band	Stem	ExGLE	EEP Description	Task Code
Word Identification Skills	9-10	The student uses strategies to decode or comprehend meaning of words in text by:	[3/4] 1.1, 2.1-1 Identifying signs and symbols	None- links directly to ExGLE	9-10, T2, I4
Word Identification Skills	9-10	The student uses strategies to decode or comprehend meaning of words in text by:	[3/4] 1.1, 2.1-1 Identifying signs and symbols	None- links directly to ExGLE	9-10, T2, I5
Word Identification Skills	9-10	The student uses strategies to decode or comprehend meaning of words in text by:	[3/4] 1.1, 2.1-1 Identifying signs and symbols	Attend to the presenter	9-10, T3, I1
Word Identification Skills	9-10	The student uses strategies to decode or comprehend meaning of words in text by:	[3/4] 1.1, 2.1-1 Identifying signs and symbols	Attend to signs/symbols	9-10, T3, I2
Word Identification Skills	9-10	The student uses strategies to decode or comprehend meaning of words in text by:	[7/8] 3.1-1 Reading a simple sentence of 4-5, or more, words	None- links directly to ExGLE	9-10, T3, I3
Word Identification Skills	9-10	The student uses strategies to decode or comprehend meaning of words in text by:	[7/8] 3.1-1 Reading a simple sentence of 4-5, or more, words	None- links directly to ExGLE	9-10, T3, I4
Word Identification Skills	9-10	The student uses strategies to decode or comprehend meaning of words in text by:	[7/8] 3.1-1 Reading a simple sentence of 4-5, or more, words	None- links directly to ExGLE	9-10, T3, I5

**ELOS Item Map**  
**Writing**

<b>Strand</b>	<b>Grade Band</b>	<b>Content Standard</b>	<b>Stem</b>	<b>ExGLE</b>	<b>EEP Description</b>	<b>Task Code</b>
Write Using a Variety of Forms	3-4	The student writes about a topic	The student writes about a topic by:	[3/4] 1.1, 2.1-1 Writing upper and lower case letters	Attends to presenter	3-4, T1, I1
Write Using a Variety of Forms	3-4	The student writes about a topic	The student writes about a topic by:	[3/4] 1.1, 2.1-1 Writing upper and lower case letters	Attends to presenter	3-4, T1, I2
Write Using a Variety of Forms	3-4	The student writes about a topic	The student writes about a topic by:	[3/4] 1.1, 2.1-1 Writing upper and lower case letters	Uses intentional movement to produce graphic representation	3-4, T1, I3
Write Using a Variety of Forms	3-4	The student writes about a topic	The student writes about a topic by:	[3/4] 1.1, 2.1-1 Writing upper and lower case letters	Uses intentional movement to produce graphic representation	3-4, T1, I4
Write Using a Variety of Forms	3-4	The student writes about a topic	The student writes about a topic by:	[3/4] 1.1, 2.1-1 Writing upper and lower case letters	Attempts to copy/trace one or more letters of the alphabet	3-4, T1, I5
Write Using a Variety of Forms	3-4	The student writes about a topic	The student writes about a topic by:	[3/4] 1.1, 2.1-1 Writing upper and lower case letters	Attends to presenter	3-4, T2, I1
Write Using a Variety of Forms	3-4	The student writes about a topic	The student writes about a topic by:	[3/4] 1.1, 2.1-1 Writing upper and lower case letters	Attends to presenter	3-4, T2, I2
Write Using a Variety of Forms	3-4	The student writes about a topic	The student writes about a topic by:	[3/4] 1.1, 2.1-2 Writing own first name	Attempts to copy/trace one or more letters of the alphabet	3-4, T2, I3
Write Using a Variety of Forms	3-4	The student writes about a topic	The student writes about a topic by:	[3/4] 1.1, 2.1-2 Writing own first name	Attempts to copy/trace one or more letters of the alphabet	3-4, T2, I4
Structures and Conventions in Writing	3-4	The student writes and edits using conventions of Standard English	The student writes and edits using conventions of Standard English by:	[3/4] 1.3, 2.3-1 Using correct capitalization of own name	Uses graphic representation to produce first letter of name	3-4, T2, I5



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Strand	Grade Band	Content Standard	Stem	ExGLE	EEP Description	Task Code
Write Using a Variety of Forms	3-4	The student writes about a topic	The student writes about a topic by:	[3/4] 1.1, 2.1-1 Writing upper and lower case letters	Attends to presenter	3-4, T3, I1
Write Using a Variety of Forms	3-4	The student writes about a topic	The student writes about a topic by:	[3/4] 1.1, 2.1-1 Writing upper and lower case letters	Attends to presenter	3-4, T3, I2
Structures and Conventions in Writing	3-4	The student writes and edits using conventions of Standard English	The student writes and edits using conventions of Standard English by:	[3/4] 1.3, 2.3-1 Identifying the difference between upper and lower case letters	Identifies printed letters vs. drawings	3-4, T3, I3
Structures and Conventions in Writing	3-4	The student writes and edits using conventions of Standard English	The student writes and edits using conventions of Standard English by:	[3/4] 1.3, 2.3-1 Identifying the difference between upper and lower case letters	Identifies printed letters vs. drawings	3-4, T3, I4
Structures and Conventions in Writing	3-4	The student writes and edits using conventions of Standard English	The student writes and edits using conventions of Standard English by:	[3/4] 1.3, 2.3-1 Identifying the difference between upper and lower case letters	Uses symbols or pictures to represent written language	3-4, T3, I5
Write Using a Variety of Forms	5-6	The student writes about a topic	The student writes about a topic by:	[3/4] 1.1, 2.1-1 Writing upper and lower case letters	Attends to presenter	5-6, T1, I1
Write Using a Variety of Forms	5-6	The student writes about a topic	The student writes about a topic by:	[3/4] 1.1, 2.1-1 Writing upper and lower case letters	Attends to presenter	5-6, T1, I2
Write Using a Variety of Forms	5-6	The student writes about a topic	The student writes about a topic by:	[3/4] 1.3, 2.3-1 Identifying difference between upper case and lower case letters	Identifies any letter of the alphabet	5-6, T1, I3
Write Using a Variety of Forms	5-6	The student writes about a topic	The student writes about a topic by:	[3/4] 1.1, 2.1-1 Writing upper and lower case letters	Attempts to copy/trace one or more letters of the alphabet	5-6, T1, I4

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Strand	Grade Band	Content Standard	Stem	ExGLE	EEP Description	Task Code
Write Using a Variety of Forms	5-6	The student writes about a topic	The student writes about a topic by:	[3/4] 1.1, 2.1-1 Writing upper and lower case letters	Using graphic representation to produce any alphabet letter	5-6, T1, I5
Write Using a Variety of Forms	5-6	The student writes about a topic	The student writes about a topic by:	[3/4] 1.1, 2.1-1 Writing upper and lower case letters	Attends to presenter	5-6, T2, I1
Write Using a Variety of Forms	5-6	The student writes about a topic	The student writes about a topic by:	[3/4] 1.1, 2.1-1 Writing upper and lower case letters	Attends to presenter	5-6, T2, I2
Write Using a Variety of Forms	5-6	Student writes for a variety of purposes and audiences	The student writes for a variety of purposes and audiences by:	[3/4] 1.2, 2.2-1 Matching and sequencing objects, symbols, drawings, or pictures to tell a story or provide information	Uses phonetic spelling and/or pictures to express an idea or story	5-6, T2, I3
Write Using a Variety of Forms	5-6	Student writes for a variety of purposes and audiences	The student writes for a variety of purposes and audiences by:	[3/4] 1.2, 2.2-1 Matching and sequencing objects, symbols, drawings, or pictures to tell a story or provide information	Uses phonetic spelling and/or pictures to express an idea or story	5-6, T2, I4
Write Using a Variety of Forms	5-6	Student writes for a variety of purposes and audiences	The student writes for a variety of purposes and audiences by:	[3/4] 1.2, 2.2-1 Matching and sequencing objects, symbols, drawings, or pictures to tell a story or provide information	Uses letter-like symbols to make lists, letters, and stories	5-6, T2, I5
Write Using a Variety of Forms	5-6	The student writes about a topic	The student writes about a topic by:	[3/4] 1.1, 2.1-1 Writing upper and lower case letters	Attends to presenter	5-6, T3, I1
Write Using a Variety of Forms	5-6	The student writes about a topic	The student writes about a topic by:	[3/4] 1.1, 2.1-1 Writing upper and lower case letters	Attends to presenter	5-6, T3, I2

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Revise	5-6	The student revises writing	The student revises writing by:	[3/4] 1.4, 2.4-1 Selecting the best or most appropriate object, picture, or drawing associated with an event from personal experience	Uses symbols or pictures to represent written language	5-6, T3, I3
Revise	5-6	The student revises writing	The student revises writing by:	[3/4] 1.4, 2.4-1 Selecting the best or most appropriate object, picture, or drawing associated with an event from personal experience	Uses symbols or pictures to represent written language	5-6, T3, I4
Revise	5-6	The student revises writing	The student revises writing by:	[3/4] 1.4, 2.4-1 Selecting the best or most appropriate object, picture, or drawing associated with an event from personal experience	Uses intentional movement to produce graphic representation (e.g., make marks on paper, hit keys)	5-6, T3, I5
Write Using a Variety of Forms	7-8	The student writes about a topic	The student writes about a topic by:	[3/4] 1.1, 2.1-1 Writing upper and lower case letters	Attends to presenter	7-8, T1, I1
Write Using a Variety of Forms	7-8	The student writes about a topic	The student writes about a topic by:	[3/4] 1.1, 2.1-1 Writing upper and lower case letters	Attends to presenter	7-8, T1, I2
Write Using a Variety of Forms	7-8	The student writes about a topic	The student writes about a topic by:	[3/4] 1.1, 2.1-3 Orienting graphics in legible format (right side up, left to right)	Orients paper/pencil	7-8, T1, I3

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Write Using a Variety of Forms	7-8	The student writes about a topic	The student writes about a topic by:	[3/4] 1.1, 2.1-3 Orienting graphics in legible format (right side up, left to right)	Identifies writing materials	7-8, T1, I4
Write Using a Variety of Forms	7-8	Student writes for a variety of purposes and audiences	The student writes for a variety of purposes and audiences by:	[3/4] 1.2, 2.2-1 Matching and sequencing objects, symbols, drawings, or pictures to tell a story or provide information	Uses scribbles and pictures to make lists, letters, and stories	7-8, T1, I5
Write Using a Variety of Forms	7-8	The student writes about a topic	The student writes about a topic by:	[3/4] 1.1, 2.1-1 Writing upper and lower case letters	Attends to presenter	7-8, T2, I1
Write Using a Variety of Forms	7-8	The student writes about a topic	The student writes about a topic by:	[3/4] 1.1, 2.1-1 Writing upper and lower case letters	Attends to presenter	7-8, T2, I2
Structures and Conventions in Writing	7-8	The student writes and edits using conventions of Standard English	The student writes and edits using conventions of Standard English by:	[5/6] 2.3-1 Using some conventions of writing (e.g., consistent use of capitalization and end mark punctuation, spacing/alignment, left to right)	Attempts to copy/trace/keyboard any letter	7-8, T2, I3
Structures and Conventions in Writing	7-8	The student writes and edits using conventions of Standard English	The student writes and edits using conventions of Standard English by:	[5/6] 2.3-1 Using some conventions of writing (e.g., consistent use of capitalization and end mark punctuation, spacing/alignment, left to right)	Using graphic representations to produce one or more letters	7-8, T2, I4

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Structures and Conventions in Writing	7-8	The student writes and edits using conventions of Standard English	The student writes and edits using conventions of Standard English by:	[5/6] 2.3-1 Using some conventions of writing (e.g., consistent use of capitalization and end mark punctuation, spacing/alignment, left to right)	Using graphic representations to produce one or more letters	7-8, T2, I5
Write Using a Variety of Forms	7-8	The student writes about a topic	The student writes about a topic by:	[3/4] 1.1, 2.1-1 Writing upper and lower case letters	Attends to presenter	7-8, T3, I1
Write Using a Variety of Forms	7-8	The student writes about a topic	The student writes about a topic by:	[3/4] 1.1, 2.1-1 Writing upper and lower case letters	Attends to presenter	7-8, T3, I2
Revise	7-8	The student revises writing	The student revises writing by:	[3/4] 1.4, 2.4-1 Selecting the best or most appropriate object, picture, or drawing associated with an event from personal experience	Uses symbols or pictures to represent written language	7-8, T3, I3
Revise	7-8	The student revises writing	The student revises writing by:	[3/4] 1.4, 2.4-1 Selecting the best or most appropriate object, picture, or drawing associated with an event from personal experience	Uses symbols or pictures to represent written language	7-8, T3, I4

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Revise	7-8	The student revises writing	The student revises writing by:	[3/4] 1.4, 2.4-1 Selecting the best or most appropriate object, picture, or drawing associated with an event from personal experience	Uses intentional movement to produce graphic representation (e.g., make marks on paper, hit keys)	7-8, T3, I5
Write Using a Variety of Forms	9-10	The student writes about a topic	The student writes about a topic by:	[3/4] 1.1, 2.1-1 Writing upper and lower case letters	Attends to presenter	9-10, T1, I1
Write Using a Variety of Forms	9-10	The student writes about a topic	The student writes about a topic by:	[3/4] 1.1, 2.1-1 Writing upper and lower case letters	Attends to presenter	9-10, T1, I2
Write Using a Variety of Forms	9-10	The student writes about a topic	The student writes about a topic by:	[3/4] 1.1, 2.1-3 Orienting graphics in legible format (right side up, left to right)	Orients paper/pencil	9-10, T1, I3
Write Using a Variety of Forms	9-10	The student writes about a topic	The student writes about a topic by:	[3/4] 1.1, 2.1-3 Orienting graphics in legible format (right side up, left to right)	Identifies writing materials	9-10, T1, I4
Write Using a Variety of Forms	9-10	Student writes for a variety of purposes and audiences	The student writes for a variety of purposes and audiences by:	[3/4] 1.2, 2.2-1 Matching and sequencing objects, symbols, drawings, or pictures to tell a story or provide information	Uses scribbles and pictures to make lists, letters, and stories	9-10, T1, I5
Write Using a Variety of Forms	9-10	The student writes about a topic	The student writes about a topic by:	[3/4] 1.1, 2.1-1 Writing upper and lower case letters	Attends to presenter	9-10, T2, I1

ELOS Item Map  
Writing

Strand	Grade Band	Content Standard	Stem	ExGLE	EEP Description	Task Code
Write Using a Variety of Forms	9-10	The student writes about a topic	The student writes about a topic by:	[3/4] 1.1, 2.1-1 Writing upper and lower case letters	Attends to presenter	9-10, T2, I2
Structures and Conventions in Writing	9-10	The student writes and edits using conventions of Standard English	The student writes and edits using conventions of Standard English by:	[5/6] 2.3-1 Using some conventions of writing (e.g., consistent use of capitalization and end mark punctuation, spacing/alignment, left to right)	Attempts to copy/trace/keyboard any letter	9-10, T2, I3
Structures and Conventions in Writing	9-10	The student writes and edits using conventions of Standard English	The student writes and edits using conventions of Standard English by:	[5/6] 2.3-1 Using some conventions of writing (e.g., consistent use of capitalization and end mark punctuation, spacing/alignment, left to right)	Using graphic representations to produce one or more letters	9-10, T2, I4
Structures and Conventions in Writing	9-10	The student writes and edits using conventions of Standard English	The student writes and edits using conventions of Standard English by:	[5/6] 2.3-1 Using some conventions of writing (e.g., consistent use of capitalization and end mark punctuation, spacing/alignment, left to right)	Using graphic representations to produce one or more letters	9-10, T2, I5
Write Using a Variety of Forms	9-10	The student writes about a topic	The student writes about a topic by:	[3/4] 1.1, 2.1-1 Writing upper and lower case letters	Attends to presenter	9-10, T3, I1
Write Using a Variety of Forms	9-10	The student writes about a topic	The student writes about a topic by:	[3/4] 1.1, 2.1-1 Writing upper and lower case letters	Attends to presenter	9-10, T3, I2

ELOS Item Map  
Writing

Strand	Grade Band	Content Standard	Stem	ExGLE	EEP Description	Task Code
Structures and Conventions in Writing	9-10	The student writes about a topic	The student writes about a topic by:	[3/4] 1.3, 2.3-1 Identifying difference between upper case and lower case letters	None - links directly to ExGLE	9-10, T3, I3
Structures and Conventions in Writing	9-10	The student writes about a topic	The student writes about a topic by:	[3/4] 1.3, 2.3-1 Identifying difference between upper case and lower case letters	None - links directly to ExGLE	9-10, T3, I4
Write Using a Variety of Forms	9-10	The student writes about a topic	The student writes about a topic by:	[3/4] 1.1, 2.1-1 Writing upper and lower case letters	Identifies printed letters versus drawings	9-10, T3, I5



ELOS Item Map  
Math

Grade	Strand Name	Content Standard	ExGLE	EEP Description	Task Code
3-4	Numeration	Understanding Meaning of Operations	[3/4] N-4 Demonstrating that objects represent a quantity	Interacts with objects related to math activities	3-4,T1, I1
3-4	Numeration	Understanding Meaning of Operations	[3/4] N-4 Demonstrating that objects represent a quantity	Interacts with objects related to math activities	3-4,T1, I2
3-4	Numeration	Understanding Meaning of Operations	[3/4] N-4 Demonstrating that objects represent a quantity	Identifies that the last count represents the quantity of what has been counted	3-4,T1, I3
3-4	Numeration	Understanding Meaning of Operations	[3/4] N-4 Demonstrating that objects represent a quantity	Demonstrates concept of one	3-4,T1, I4
3-4	Numeration	Understanding Numbers	[3/4] N-1 Rote counting single digit numbers to 5	Counts to three	3-4,T1, I5
3-4	Numeration	Understanding Numbers	[3/4] N-1 Rote counting single digit numbers to 5	Interacts with objects related to math activities	3-4,T2, I1
3-4	Numeration	Understanding Numbers	[3/4] N-1 Rote counting single digit numbers to 5	Imitates rote counting of some names of numbers	3-4,T2, I2
3-4	Numeration	Understanding Numbers	[3/4] N-1 Rote counting single digit numbers to 5	Demonstrates concept of one	3-4,T2, I3
3-4	Numeration	Understanding Numbers	[3/4] N-1 Rote counting single digit numbers to 5	Repeats numbers after verbal cue	3-4,T2, I4
3-4	Numeration	Understanding Numbers	[3/4] N-1 Rote counting single digit numbers to 5	Counts to three	3-4,T2, I5

ELOS Item Map  
Math

Grade	Strand Name	Content Standard	ExGLE	EEP Description	Task Code
3-4	Measurement	Measureable Attributes	[3/4] MEA-1 Identifying tools associated with measurement of time, temperature, length, weight, and capacity.	Explores measuring tools	3-4,T3, I1
3-4	Measurement	Measureable Attributes	[3/4] MEA-1 Identifying tools associated with measurement of time, temperature, length, weight, and capacity.	Explores measuring tools	3-4,T3, I2
3-4	Measurement	Measureable Attributes	[3/4] MEA-1 Identifying tools associated with measurement of time, temperature, length, weight, and capacity.	Identifies object as measurement tool	3-4,T3, I3
3-4	Measurement	Measureable Attributes	[3/4] MEA-1 Identifying tools associated with measurement of time, temperature, length, weight, and capacity.	Identifies object as measurement tool	3-4,T3, I4
3-4	Measurement	Measureable Attributes	[3/4] MEA-1 Identifying tools associated with measurement of time, temperature, length, weight, and capacity.	Identifies more or less	3-4,T3, I5
5-6	Estimation & Computation	Estimation & Computation	[3/4] E&C-2 Adding and subtracting up to three using manipulatives	Interacts with objects related to mathematical activities	5-6, T1, I1
5-6	Estimation & Computation	Estimation & Computation	[3/4] E&C-2 Adding and subtracting up to three using manipulatives	Interacts with objects related to mathematical activities	5-6, T1, I2

ELOS Item Map  
Math

Grade	Strand Name	Content Standard	ExGLE	EEP Description	Task Code
5-6	Estimation & Computation	Estimation & Computation	[3/4] E&C-1 Identifying more or less with two broadly different options	Demonstrates the concept of "more" in reference to food or play or other activities	5-6, T1, I3
5-6	Estimation & Computation	Estimation & Computation	[3/4] E&C-2 Adding and subtracting up to three using manipulatives	Demonstrates concept of adding one or taking away one with two manipulatives	5-6, T1, I4
5-6	Estimation & Computation	Estimation & Computation	[3/4] E&C-2 Adding and subtracting up to three using manipulatives	Demonstrates concept of adding one or taking away one with two manipulatives	5-6, T1, I5
5-6	Functions & Relationships	Describing Patterns and Functions	[3/4] F&R-1 Identifying the pattern of activities for a familiar schedule	Indicates by physical response that it's time for an activity	5-6,T2, I1
5-6	Functions & Relationships	Describing Patterns and Functions	[3/4] F&R-1 Identifying the pattern of activities for a familiar schedule	Indicates by physical response that it's time for an activity	5-6,T2, I2
5-6	Functions & Relationships	Describing Patterns and Functions	[3/4] F&R-2 Identifying attributes of objects as same or different	Sorts objects by one characteristic	5-6,T2, I3
5-6	Functions & Relationships	Describing Patterns and Functions	[3/4] F&R-2 Identifying attributes of objects as same or different	Identifies categories of objects	5-6,T2, I4
5-6	Functions & Relationships	Describing Patterns and Functions	[3/4] F&R-2 Identifying attributes of objects as same or different	Able to discriminate differences/attributes	5-6,T2, I5
5-6	Measurement	Measureable Attributes	[5/6] MEA-1 Identifying same, bigger/smaller, shorter/taller, shorter/longer, and/or more	Interacts with objects related to mathematical activities	5-6, T3, I1
5-6	Measurement	Measureable Attributes	[5/6] MEA-1 Identifying same, bigger/smaller, shorter/taller, shorter/longer, and/or more	Interacts with objects related to mathematical activities	5-6, T3, I2
5-6	Measurement	Measureable Attributes	[5/6] MEA-2 Identifying coins (penny, nickel, dime, and quarter)	Identifies coins from other objects	5-6, T3, I3
5-6	Measurement	Measureable Attributes	[5/6] MEA-1 Identifying same, bigger/smaller, shorter/taller, shorter/longer, and/or more	Identifies coins from other objects	5-6, T3, I4

ELOS Item Map  
Math

Grade	Strand Name	Content Standard	ExGLE	EEP Description	Task Code
5-6	Measurement	Measureable Attributes	[5/6] MEA-1 Identifying same, bigger/smaller, shorter/taller, shorter/longer, and/or more	Uses some size words, such as "many," "big," and "little," appropriately	5-6, T3, I5
7-8	Measurement	Measureable Attributes	[3/4] N-1 Rote counting single digit numbers to 5	Interacts with objects related to math activities	7-8,T1, I1
7-8	Numeration	Understanding Numbers	[3/4] N-1 Rote counting single digit numbers to 5	Interacts with objects related to math activities	7-8,T1, I2
7-8	Numeration	Understanding Numbers	[3/4] N-1 Rote counting single digit numbers to 5	Repeats numbers after verbal cue	7-8,T1, I3
7-8	Numeration	Understanding Meaning of Operations	[3/4] N-4 Demonstrating that objects represent a quantity	Demonstrates concept of one	7-8,T1, I4
7-8	Numeration	Understanding Meaning of Operations	[3/4] N-1 Rote counting single digit numbers to 5 [3/4] N-4 Demonstrating that objects represent a quantity	Counts to three; Identifies that numbers represent quantity	7-8,T1, I5
7-8	Geometry	Geometric Relationships	[3/4] G-1 Identifies basic geometric shapes	Plays with toys and objects of different sizes and shapes	7-8, T2, I1
7-8	Geometry	Geometric Relationships	[3/4] G-1 Identifies basic geometric shapes	Plays with toys and objects of different sizes and shapes	7-8, T2, I2
7-8	Geometry	Geometric Relationships	[3/4] G-1 Identifies basic geometric shapes	Identifies one geometric shape	7-8, T2, I3
7-8	Geometry	Geometric Relationships	[3/4] G-1 Identifies basic geometric shapes	Identifies one geometric shape	7-8, T2, I4
7-8	Geometry	Geometric Relationships	[3/4] G-1 Identifying shapes as same or different	Matches simple shapes	7-8, T2, I5

ELOS Item Map  
Math

Grade	Strand Name	Content Standard	ExGLE	EEP Description	Task Code
7-8	Statistics & Probability	Data display	[3/4] S&P-3 Performing simple cause-and-effect experiments	Observes objects in the environment for a brief period of time	7-8, T3, I1
7-8	Statistics & Probability	Data display	[3/4] S&P-3 Performing simple cause-and-effect experiments	Observes objects in the environment for a brief period of time	7-8, T3, I2
7-8	Statistics & Probability	Data display	[3/4] S&P-2 Identifying that symbols may be used to represent objects and events	Counts with fingers	7-8, T3, I3
7-8	Statistics & Probability	Data display	[3/4] S&P-2 Identifying that symbols may be used to represent objects and events	Match symbol to symbol	7-8, T3, I4
7-8	Statistics & Probability	Data display	[3/4] S&P-2 Identifying that symbols may be used to represent objects and events	Matches symbols to event	7-8, T3, I5
9-10	Functions & Relationships	Describing Patterns and Functions	[3/4] F&R-3 Interacts with objects related to mathematical activities	Interacts with objects related to mathematical activities	9-10, T1, I1
9-10	Functions & Relationships	Describing Patterns and Functions	[3/4] F&R-3 Interacts with objects related to mathematical activities	Interacts with objects related to mathematical activities	9-10, T1, I2
9-10	Functions & Relationships	Modeling and Solving Equations and Inequalities	[7/8] F&R-3 Demonstrating an understanding of symbols =, +, -	Uses tally marks to keep count	9-10, T1, I3
9-10	Functions & Relationships	Modeling and Solving Equations and Inequalities	[7/8] F&R-3 Demonstrating an understanding of symbols =, +, -	Demonstrates the knowledge of equalities by using manipulatives	9-10, T1, I4
9-10	Numeration	Understanding Numbers	[7/8] N-1 Counting to 20 or above	None-direct alignment to ExGLE	9-10, T1, I5
9-10	Statistics & Probability	Analysis and Central Tendency	[3/4] S&P-1 Identifying collections within the environment	Collects information through observation and manipulation	9-10, T2, I1
9-10	Statistics & Probability	Analysis and Central Tendency	[3/4] S&P-1 Identifying collections within the environment	Collects information through observation and manipulation	9-10, T2, I2
9-10	Statistics & Probability	Analysis and Central Tendency	[7/8] S&P-2 Reading simple graphs or charts	None-direct alignment to ExGLE	9-10, T2, I3

ELOS Item Map  
Math

Grade	Strand Name	Content Standard	ExGLE	EEP Description	Task Code
9-10	Statistics & Probability	Analysis and Central Tendency	[7/8] S&P-2 Reading simple graphs or charts	None-direct alignment to ExGLE	9-10, T2, I4
9-10	Statistics & Probability	Analysis and Central Tendency	[7/8] S&P-2 Reading simple graphs or charts	None-direct alignment to ExGLE	9-10, T2, I5
9-10	Geometry	Perimeter, Area, and Volume	[3/4] G-4 Identifying or demonstrating positions of objects such as on, inside, and outside	Gathers information through the senses	9-10, T3, I1
9-10	Geometry	Perimeter, Area, and Volume	[3/4] G-4 Identifying or demonstrating positions of objects such as on, inside, and outside	Gathers information through the senses	9-10, T3, I2
9-10	Geometry	Perimeter, Area, and Volume	[3/4] G-3 Identifying that the sides of rectangular shapes (perimeter) can be measured	Differentiate between rectangle and circle	9-10, T3, I3
9-10	Geometry	Position and Direction	[3/4] G-4 Identifying or demonstrating positions of objects such as on, inside, and outside	Identifies the relative position of objects by using one reference	9-10, T3, I4
9-10	Geometry	Position and Direction	[3/4] G-4 Identifying or demonstrating positions of objects such as on, inside, and outside	Identifies the relative position of objects by using one reference	9-10, T3, I5

ELOS Item Map  
Science

Content Standard	Grade Band	Strand	Stem	ExGLE	EEP Description	Task Code
Concepts of Physical Science	4	Understand the concepts, models, theories, universal principles, and facts that explain the physical world	The student demonstrates an understanding of the structure and properties of matter by:	[3/4] SB1.1 Identifying the basic characteristics of common objects (e.g., a rock is hard, water spills)	When presented with an object the student will respond by looking at or turning toward the object	4,T1, I1
Concepts of Physical Science	4	Understand the concepts, models, theories, universal principles, and facts that explain the physical world	The student demonstrates an understanding of the structure and properties of matter by:	[3/4] SB1.1 Identifying the basic characteristics of common objects (e.g., a rock is hard, water spills)	When presented with different objects, the student will visually track the object when moved	4,T1, I2
Concepts of Physical Science	4	Understand the concepts, models, theories, universal principles, and facts that explain the physical world	The student demonstrates an understanding of the structure and properties of matter by:	[3/4] SB1.1 Identifying the basic characteristics of common objects (e.g., a rock is hard, water spills)	Given an actual rock and water pouring, the student will identify which is solid and liquid - student can identify by pointing, eye gaze, etc.	4,T1, I3
Concepts of Physical Science	4	Understand the concepts, models, theories, universal principles, and facts that explain the physical world	The student demonstrates an understanding of the structure and properties of matter by:	[3/4] SB1.1 Identifying the basic characteristics of common objects (e.g., a rock is hard, water spills)	Given colored photos of rock and glass of water pouring, the student will identify which is solid and liquid - student can identify by pointing, eye gaze, etc.	4,T1, I4
Concepts of Physical Science	4	Understand the concepts, models, theories, universal principles, and facts that explain the physical world	The student demonstrates an understanding of the structure and properties of matter by:	[3/4] SB1.1 Identifying the basic characteristics of common objects (e.g., a rock is hard, water spills)	Given a variety of common objects, the student will identify which is hard, soft, rough, smooth, wet, dry - when presented to feel with their hand a familiar hard object such as a rock, block, and water, the student will indicate which is hard and which is wet	4,T1, I5

ELOS Item Map  
Science

Content Standard	Grade Band	Strand	Stem	ExGLE	EEP Description	Task Code
Concepts of Life Science	4	Understand the concepts, models, theories, facts, evidence, systems, and processes of life science	The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by:	[3/4] SC1.1 Identifying that parents of one species give birth to offspring of the same species (e.g., bears have bear cubs)	Responds to animals	4, T2, I1
Concepts of Life Science	4	Understand the concepts, models, theories, facts, evidence, systems, and processes of life science	The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by:	[3/4] SC1.1 Identifying that parents of one species give birth to offspring of the same species (e.g., bears have bear cubs)	Responds to animals	4, T2, I2
Concepts of Life Science	4	Understand the concepts, models, theories, facts, evidence, systems, and processes of life science	The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by:	[3/4] SC1.1 Identifying that parents of one species give birth to offspring of the same species (e.g., bears have bear cubs)	Match with objects or pictures a human baby with parents	4, T2, I3



ELOS Item Map  
Science

Content Standard	Grade Band	Strand	Stem	ExGLE	EEP Description	Task Code
Concepts of Life Science	4	Understand the concepts, models, theories, facts, evidence, systems, and processes of life science	The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by:	[3/4] SC1.1 Identifying that parents of one species give birth to offspring of the same species (e.g., bears have bear cubs)	Matches objects or pictures of baby animals with parents	4, T2, I4
Concepts of Life Science	4	Understand the concepts, models, theories, facts, evidence, systems, and processes of life science	The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by:	[3/4] SC1.1 Identifying that parents of one species give birth to offspring of the same species (e.g., bears have bear cubs)	Given a pair of animals, a parent and a baby, the student will identify which is the parent and which is the baby based on size	4, T2, I5
Concepts of Earth Science	4	Understand the concepts, processes, theories, models, evidence, and systems of earth and space sciences	The student demonstrates an understanding of the forces that shape Earth by:	[3/4] Identifying types of weather (e.g., hot, cold, wet)	Responds to hot and cold	4, T3, I1
Concepts of Earth Science	4	Understand the concepts, processes, theories, models, evidence, and systems of earth and space sciences	The student demonstrates an understanding of the forces that shape Earth by:	[3/4] Identifying types of weather (e.g., hot, cold, wet)	Responds to hot and cold	4, T3, I2

ELOS Item Map  
Science

Content Standard	Grade Band	Strand	Stem	ExGLE	EEP Description	Task Code
Concepts of Earth Science	4	Understand the concepts, processes, theories, models, evidence, and systems of earth and space sciences	The student demonstrates an understanding of the forces that shape Earth by:	[3/4] Identifying types of weather (e.g., hot, cold, wet)	Matches picture-to-picture weather symbols	4, T3, I3
Concepts of Earth Science	4	Understand the concepts, processes, theories, models, evidence, and systems of earth and space sciences	The student demonstrates an understanding of the forces that shape Earth by:	[3/4] Identifying types of weather (e.g., hot, cold, wet)	Matches picture to current weather	4, T3, I4
Concepts of Earth Science	4	Understand the concepts, processes, theories, models, evidence, and systems of earth and space sciences	The student demonstrates an understanding of the forces that shape Earth by:	[3/4] Identifying types of weather (e.g., hot, cold, wet)	Describes daily weather (hot/cold, sunny/cloudy, rain/snow/dry)	4, T3, I5
Concepts of Physical Science	8	Understand the concepts, models, theories, universal principles, and facts that explain the physical world	The student demonstrates an understanding of the structure and properties of matter by:	[3/4] SB1.1 Identifying the basic characteristics of common objects (e.g., a rock is hard, water spills)	When presented with an object the student will respond by looking at or turning toward the object	8, T1, I1
Concepts of Physical Science	8	Understand the concepts, models, theories, universal principles, and facts that explain the physical world	The student demonstrates an understanding of the structure and properties of matter by:	[3/4] SB1.1 Identifying the basic characteristics of common objects (e.g., a rock is hard, water spills)	When presented with different objects, the student will visually track the object when moved	8, T1, I2

ELOS Item Map  
Science

Content Standard	Grade Band	Strand	Stem	ExGLE	EEP Description	Task Code
Concepts of Physical Science	8	Understand the concepts, models, theories, universal principles, and facts that explain the physical world	The student demonstrates an understanding of the structure and properties of matter by:	[3/4] SB1.1 Identifying the basic characteristics of common objects (e.g., a rock is hard, water spills)	Given a variety of common objects, the student will identify which is hard, soft, rough, smooth, wet, dry - when presented to feel with their hand a familiar hard object such as a rock, block, and water, the student will indicate which is hard and which is wet	8, T1, I3
Concepts of Physical Science	8	Understand the concepts, models, theories, universal principles, and facts that explain the physical world	The student demonstrates an understanding of the structure and properties of matter by:	[3/4] SB1.1 Identifying the basic characteristics of common objects (e.g., a rock is hard, water spills)	Given a variety of common objects, the student will identify which is hard, soft, rough, smooth, wet, dry - when presented to feel with their hand a familiar hard object such as a rock, block, and water, the student will indicate which is hard and which is wet	8, T1, I4
Concepts of Physical Science	8	Understand the concepts, models, theories, universal principles, and facts that explain the physical world	The student demonstrates an understanding of the structure and properties of matter by:	[3/4] SB1.1 Identifying the basic characteristics of common objects (e.g., a rock is hard, water spills)	Given a variety of common objects, the student will identify which is hard, soft, rough, smooth, wet, dry - when presented to feel with their hand a familiar hard object such as a rock, block, and water, the student will indicate which is hard and which is wet	8, T1, I5

ELOS Item Map  
Science

Content Standard	Grade Band	Strand	Stem	ExGLE	EEP Description	Task Code
Cultural, Social, and Personal Perspectives and Science	8	Understand the dynamic relationships among scientific, cultural, social, and personal perspectives	The student demonstrates an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives by:	[5/6] SG1.1 Using a symbol to represent information/data	Responds to object that represents an activity (e.g., spoon means time to eat)	8, T2, I1
Cultural, Social, and Personal Perspectives and Science	8	Understand the dynamic relationships among scientific, cultural, social, and personal perspectives	The student demonstrates an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives by:	[5/6] SG1.1 Using a symbol to represent information/data	Responds to object that represents an activity (e.g., spoon means time to eat)	8, T2, I2
Cultural, Social, and Personal Perspectives and Science	8	Understand the dynamic relationships among scientific, cultural, social, and personal perspectives	The student demonstrates an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives by:	[5/6] SG1.1 Using a symbol to represent information/data	Chooses object or picture to indicate the desire for a preferred object or activity	8, T2, I3
Cultural, Social, and Personal Perspectives and Science	8	Understand the dynamic relationships among scientific, cultural, social, and personal perspectives	The student demonstrates an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives by:	[5/6] SG1.1 Using a symbol to represent information/data	Matches a picture with an object that represents a daily activity	8, T2, I4

ELOS Item Map  
Science

Content Standard	Grade Band	Strand	Stem	ExGLE	EEP Description	Task Code
Cultural, Social, and Personal Perspectives and Science	8	Understand the dynamic relationships among scientific, cultural, social, and personal perspectives	The student demonstrates an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives by:	[5/6] SG1.1 Using a symbol to represent information/data	Matches a picture with an object that represents a daily activity	8, T2, I5
Concepts of Physical Science	8	Understand the concepts, models, theories, universal principles, and facts that explain the physical world	The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by:	[3/4] SB4.1 Demonstrating ways that objects can move (e.g., push, pull, drop, etc.)	Responds to movement (e.g., tracks moving object, smiles when pushed in a rolling chair)	8, T3, I1
Concepts of Physical Science	8	Understand the concepts, models, theories, universal principles, and facts that explain the physical world	The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by:	[3/4] SB4.1 Demonstrating ways that objects can move (e.g., push, pull, drop, etc.)	Is able to move body parts - move your arm and/or leg	8, T3, I2
Concepts of Physical Science	8	Understand the concepts, models, theories, universal principles, and facts that explain the physical world	The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by:	[3/4] SB4.1 Demonstrating ways that objects can move (e.g., push, pull, drop, etc.)	Is able to move an object	8, T3, I3

ELOS Item Map  
Science

Content Standard	Grade Band	Strand	Stem	ExGLE	EEP Description	Task Code
Concepts of Physical Science	8	Understand the concepts, models, theories, universal principles, and facts that explain the physical world	The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by:	[3/4] SB4.1 Demonstrating ways that objects can move (e.g., push, pull, drop, etc.)	Identifies objects as moving or not moving	8, T3, I4
Concepts of Physical Science	8	Understand the concepts, models, theories, universal principles, and facts that explain the physical world	The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by:	[3/4] SB4.1 Demonstrating ways that objects can move (e.g., push, pull, drop, etc.)	When given an object the student will demonstrate push, pull, drop	8, T3, I5
Concepts of Physical Science	10	Understand the concepts, models, theories, universal principles, and facts that explain the physical world	The student demonstrates an understanding of the structure and properties of matter by:	[3/4] SB1.1 Identifying the basic characteristics of common objects (e.g., a rock is hard, water spills)	When presented with an object the student will respond by looking at or turning toward the object	10, T1, I1
Concepts of Physical Science	10	Understand the concepts, models, theories, universal principles, and facts that explain the physical world	The student demonstrates an understanding of the structure and properties of matter by:	[3/4] SB1.1 Identifying the basic characteristics of common objects (e.g., a rock is hard, water spills)	When presented with different objects, the student will visually track the object when moved	10, T1, I2

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Content Standard	Grade Band	Strand	Stem	ExGLE	EEP Description	Task Code
Concepts of Physical Science	10	Understand the concepts, models, theories, universal principles, and facts that explain the physical world	The student demonstrates an understanding of the structure and properties of matter by:	[3/4] SB1.1 Identifying the basic characteristics of common objects (e.g., a rock is hard, water spills)	Given a variety of common objects, the student will identify which is hard, soft, rough, smooth, wet, dry - when presented to feel with their hand a familiar hard object such as a rock, block, and water, the student will indicate which is hard and which is wet	10, T1, I3
Concepts of Physical Science	10	Understand the concepts, models, theories, universal principles, and facts that explain the physical world	The student demonstrates an understanding of the structure and properties of matter by:	[3/4] SB1.1 Identifying the basic characteristics of common objects (e.g., a rock is hard, water spills)	Given a variety of common objects, the student will identify which is hard, soft, rough, smooth, wet, dry - when presented to feel with their hand a familiar hard object such as a rock, block, and water, the student will indicate which is hard and which is wet	10, T1, I4
Concepts of Physical Science	10	Understand the concepts, models, theories, universal principles, and facts that explain the physical world	The student demonstrates an understanding of the structure and properties of matter by:	[3/4] SB1.1 Identifying the basic characteristics of common objects (e.g., a rock is hard, water spills)	Given a variety of common objects, the student will identify which is hard, soft, rough, smooth, wet, dry - when presented to feel with their hand a familiar hard object such as a rock, block, and water, the student will indicate which is hard and which is wet	10, T1, I5

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Content Standard	Grade Band	Strand	Stem	ExGLE	EEP Description	Task Code
Concepts of Life Science	10	Understand the concepts, models, theories, facts, evidence, systems, and processes of life science	The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by:	[9/10] SC2.1 Identifying the purpose of different animal adaptations	Responds to touch, sound, sight, smell	10, T2, I1
Concepts of Life Science	10	Understand the concepts, models, theories, facts, evidence, systems, and processes of life science	The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by:	[9/10] SC2.1 Identifying the purpose of different animal adaptations	Responds to touch, sound, sight, smell	10, T2, I2
Concepts of Life Science	10	Understand the concepts, models, theories, facts, evidence, systems, and processes of life science	The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by:	[9/10] SC2.1 Identifying the purpose of different animal adaptations	Identifies own personal body parts (eyes, ears, legs, feet, hands, etc.)	10, T2, I3
Concepts of Life Science	10	Understand the concepts, models, theories, facts, evidence, systems, and processes of life science	The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by:	[9/10] SC2.1 Identifying the purpose of different animal adaptations	Identifies body parts of different animals	10, T2, I4



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Content Standard	Grade Band	Strand	Stem	ExGLE	EEP Description	Task Code
Concepts of Life Science	10	Understand the concepts, models, theories, facts, evidence, systems, and processes of life science	The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by:	[9/10] SC2.1 Identifying the purpose of different animal adaptations	Identifies purpose of basic body parts (eyes for seeing, ears for hearing, and nose for smelling)	10, T2, I5
Concepts of Life Science	10	Understand the concepts, models, theories, facts, evidence, systems, and processes of life science	The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by:	[7/8] SC3.1 Identifying that plants need sunlight to grow	Responds to light and dark	10, T3, I1
Concepts of Life Science	10	Understand the concepts, models, theories, facts, evidence, systems, and processes of life science	The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by:	[7/8] SC3.1 Identifying that plants need sunlight to grow	Responds to light and dark	10, T3, I2

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Content Standard	Grade Band	Strand	Stem	ExGLE	EEP Description	Task Code
Concepts of Life Science	10	Understand the concepts, models, theories, facts, evidence, systems, and processes of life science	The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by:	[7/8] SC3.1 Identifying that plants need sunlight to grow	Identifies plants	10, T3, I3
Concepts of Life Science	10	Understand the concepts, models, theories, facts, evidence, systems, and processes of life science	The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by:	[7/8] SC3.1 Identifying that plants need sunlight to grow	Identifies the sun	10, T3, I4
Concepts of Life Science	10	Understand the concepts, models, theories, facts, evidence, systems, and processes of life science	The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by:	[7/8] SC3.1 Identifying that plants need sunlight to grow	When shown two options, a dark place and a sunny place, the student will indicate the best place to grow a plant	10, T3, I5